

## Highland Park Kindergarten Reading Curriculum

### Standard Title: Foundational Skills

#### Course Information

*Course: Kindergarten Reading*

*Length: 1 year - 90 minutes per day*

***Brief Basic Description:*** Foundational skills for the kindergarten level will focus on demonstrating the organization and basic features of print. Students will demonstrate the understanding of spoken words, know and apply grade-level phonics and word analysis skills in decoding words. Finally, students will read emergent-reader texts with purpose and understanding.

#### ESSENTIAL UNDERSTANDING:

*Kindergarten literature curriculum is designed to:*

- Demonstrate understanding of the organization and basic features of print.
- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rhymes of single-syllable spoken words.
- Isolate and pronounce the initial, medial vowel and final sounds in three-phoneme words.
- Add or substitute individual sounds in simple, one-syllable words to make new words.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one to one letter sound correspondences.
- Associate the long and short sounds with the common spellings for the five major vowels.
- Read common high frequency words
- Distinguish between similar spelled words by identifying sounds of the letters that differ.
- Read emergent-reader texts with purpose and understanding.

#### Course Objectives and Expectations:

- Follow words from left to right, top to bottom, and page by page
- Recognize and name all upper and lowercase letters of the alphabet
- Recognize and produce rhyming words
- Read high frequency words by sight
- Read emergent reader texts with purpose and understanding
- Know letter sound relationships
- Segment and blend words
- Use a combination of drawing, dictating, and writing to compose

### Student Objectives-

- I can track from left to right, top to bottom, and page by page.
- I can make words using letters.
- I can see where one word ends and another starts.
- I can recognize and say all of the letters in the ABC's.
- I can see and make words that rhyme.
- I can break words into syllables and count them.
- I can blend and break words into sounds.
- I can change sounds to make a new word.
- I can say the sounds for letters.
- I can say the sounds vowels make.
- I can read my high frequency words.
- I can read my reader books and understand what they are about.

### Pacing:

These standards are practiced through all trimesters, with a goal that students will apply a greater depth of knowledge by the end of trimester three.

### Foundational Skills

|   |                        |  |
|---|------------------------|--|
| <b><u>Foundational Skills</u></b><br><b><u>Trimester One</u></b><br><b><u>First 6 Weeks</u></b> | <b><i>RF.K.1</i></b>   | Demonstrate understanding of the organization and basic features of print.   |
|   | <b><i>RF.K.1.a</i></b> | With prompting and support, retell familiar stories, including key details and include stories by and about American Indians.            |
|   | <b><i>RF.K.1.c</i></b> | Understand that words are separated by spaces in print.  |
|   | <b><i>RF.K.2.b</i></b> | Count, pronounce, blend, and segment syllables in spoken words.  |
| <b><i>Weeks 1-12</i></b>  | <b><i>RF.K.1.d</i></b> | Recognize and name all upper- and lowercase letters of the alphabet.   |
|   | <b><i>RF.K.2</i></b>   | Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   |
|   | <b><i>RF.K.2.a</i></b> | Recognize and produce rhyming words.   |
|   | <b><i>RF.K.2.d</i></b> | Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. |
|   | <b><i>RF.K.2.e</i></b> | Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.  |

|                   |                 |  |
|-------------------|-----------------|--|
|                   | <i>RF.K.3.a</i> | Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. |
|                   | <i>RF.K.3.c</i> | Read high-frequency words by sight (e.g., the, of, to you, she, my, is, are, do, does).  |
| <i>Weeks 6-12</i> | <i>RF.K.1.b</i> | Recognize that spoken words are represented in written language by specific sequences of letters.  |
|                   | <i>RF.K.2.c</i> | Blend and segment onsets and rimes of single-syllable spoken words.  |
|                   | <i>RF.K.3</i>   | Know and apply grade-level phonics and word analysis skills in decoding words.   |
|                   | <i>RF.K.3.b</i> | Associate the long and short sounds with common spellings (graphemes) for the five major vowels.   |
|                   | <i>RF.K.3.d</i> | Distinguish between similarly spelled words by identifying the sounds of the letters that differ.  |
|                   | <i>RF.K.4</i>   | Read emergent-reader texts with purpose and understanding.   |

**Timeline:**

- Trimester 1 (12 weeks)
- Trimester 2 (12 weeks)
- Trimester 3 (12 weeks)

**Montana Content Standards:**

**Print Concepts**

**RF.K.1** Demonstrate understanding of the organization and basic features of print.

**RF.K.1.a** With prompting and support, retell familiar stories, including key details and include stories by and about American Indians.

**RF.K.1.b** Recognize that spoken words are represented in written language by specific sequences of letters.

**RF.K.1.c** Understand that words are separated by spaces in print.

**RF.K.1.d** Recognize and name all upper- and lowercase letters of the alphabet.

**Phonological Awareness**

**RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**RF.K.2.a** Recognize and produce rhyming words.

**RF.K.2.b** Count, pronounce, blend, and segment syllables in spoken words.

**RF.K.2.c** Blend and segment onsets and rimes of single-syllable spoken words.

**RF.K.2.d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

**RF.K.2.e** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### **Phonics and Word Recognition**

**RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**RF.K.3.a** Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

**RF.K.3.b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

**RF.K.3.c** Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

**RF.K.3.d** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### **Fluency**

**RF.K.4** Read emergent-reader texts with purpose and understanding.

### ***Resources:***

- **Montana Content Standards**
- **Reading Street Reading Series**
- **Highland Park Kindergarten Reading Matrix**
- **Havre Public Schools K-5 Standards Based Report Card Parent Handbook**